

# Relationship Among Self-Regulation, Self-efficacy and Emotional Maturity of Senior Secondary School Students

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**Abstract-***The purpose of this study is to reveal the relationship among self-regulation, self-efficacy and emotional maturity of senior secondary school students. The study also examined the self-efficacy skills, emotional maturity and self-regulation skills of senior secondary school students by their gender and locale. The research is a quantitative study carried out on 300 senior secondary private school students selected through stratified sampling among the students studying in Moga, Jalandhar and Mohali districts of Punjab. In the data analysis, independent t-test and Pearson moment-product correlation coefficient were used. As a result of the research, it is concluded that there exists significant relationship between self-regulation and self-efficacy of senior secondary school students. On the other hand, it is another result of the research that there does not exist a significant relationship between self-regulation and emotional maturity of senior secondary school students.*

**Keywords:** Self-Regulation, Self-efficacy, Emotional Maturity, Senior Secondary School Students.

## INTRODUCTION

Education can be thought of as the transmission of the values and accumulated knowledge of a society. One of the most important goals of education has become to help students acquire self-regulation skills. The word self-regulation is a combination of two words self and regulation. Self means one's own and regulation means regulate or control. Thus the meaning of self-regulation is regulating or controlling our own behavior, emotions and thoughts without any attachment of exterior forces. The self-regulated learners are those who regularize their learning ability effectively and help themselves through different methods. From visionary point of view, the self-regulated learner uses wide cognitive and meta cognitive strategies for their successful education.

In psychology, self-efficacy is an individual's belief in their capacity to act in the way necessary to reach specific goals. One of the most important variables of students' career is self-efficacy. Self-efficacy is not a unitary construct or trait; rather, people have self-efficacy beliefs in different domains, such as academic self-efficacy, problem-solving self-efficacy and self-regulatory self-efficacy. Stronger self-efficacy beliefs are associated with positive outcomes, such as better grades, greater athletic performance, happier romantic relationships and a healthier lifestyle.

Eysenck (2000) defined self-efficacy as an individual's assessment of his ability to cope with given situation.

To foster self-efficacy among senior school students, educators and parents can provide opportunities for students to set and achieve challenging goals, offer constructive feedback that reinforces their belief in their own abilities, and encourage students to take risks and learn from mistakes.

Emotional maturity is considered as one of the major determinant in shaping an individual's personality, behavior and attitudes. It helps in enhancing the relationship with others and to enhance the self-worth of the person. Emotional maturity is the ability to evaluate emotions of oneself and others; identify and express feelings; balance the state of heart and mind; appreciate others point of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.

Emotional maturity can be defined as a process in which the personality always determined for better sense of emotional well-being. It helps an adolescent too in being emotionally mature. One may have the capacity to make effective adjustment with oneself, family members, his peers, society and culture and ones environment itself. One has the capacity to enjoy ones adjustment fully.

This results in adolescents ignoring many stimuli that would have caused emotional outburst when they are younger. Emotional mature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to other, as they did earlier. Developing self-regulation skills helps individuals to become more emotionally mature, which in turn supports their personal growth and development as well as improved relationships with others. In the same way by fostering emotional maturity among secondary school students, teachers can help them to develop important life skills that will serve them well in their future academic, personal and professional endeavours.

In this existing complex scenario, it is to be borne in mind that self-regulation is a cyclical process of cognitive engagement in which purposive behaviour is planned, adopted and evaluated. The classroom is an emotional place for the students where they express their emotions. The role of self-regulation among senior secondary school students and its relationship with self-efficacy and emotional maturity have been tried to explore further.

#### OBJECTIVES OF THE STUDY

The main purpose of this study is to examine the relationship among the self-regulation, self-efficacy and emotional maturity of senior secondary school students. The objectives of the study are:

1. To study the difference between boys and girls of senior secondary school students in relation to their self-regulation, self-efficacy and emotional maturity.
2. To study the difference between rural and urban of senior secondary school students in relation to their self-regulation, self-efficacy and emotional maturity.
3. To explore the relationship among self-regulation, self-efficacy and emotional maturity of senior secondary school students across gender and locale.

#### Hypothesis of the Study

In view of the objectives of the study the investigator formulated the following null hypotheses:

1. There is a significant difference between boys and girls of senior secondary school students in relation to their self-regulation, self-efficacy and emotional maturity.

2. There is a significant difference between rural and urban of senior secondary school students in relation to their self-regulation, self-efficacy and emotional maturity.
3. There is significant relationship among self-regulation, self-efficacy and emotional maturity of senior secondary school students.

#### RESEARCH METHOD

The quantitative research method was used. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem. in this study, which aims to examine the self-regulation, self-efficacy and emotional maturity of senior secondary school students by gender and locale.

#### *Population of the Study*

The population of the present study constituted all the class XII senior secondary school students studying in CBSE Private schools - Moga, Jalandhar and Mohali districts of Punjab.

#### *Sample of the Study*

The sample is of small number of representative individuals from the population. The study was conducted on 300 students comprised of 160 boys and 140 girls were taken from CBSE affiliated private schools and 143 from rural CBSE affiliated Private Schools and 157 from urban CBSE affiliated Private Schools. Schools and students were selected using random sampling technique.

#### Tools Used

In order to fulfill the objectives of the present study the following tools were used:

- Self-Regulated Learning Scale (Madhu Gupta and Dimple Mehtani, 2017)
- Self-Efficacy Scale (Arun Kumar Singh and Shruti Narain, 2014)
- Emotional Maturity Scale (Yashvir Singh and Mahesh Bhargava, 2019)

#### Administration of the Tool and Data Collection

The data were collected from the CBSE private schools. First the permission from the Inspector of Schools, Moga, Jalandhar and Mohali Districts was

sought in order to administer the questionnaires and the collection of data in connection with the study. Then the Headmasters or the Principals of the selected schools were informed and their co-operation was sought. The rapport was established with the subjects of all the schools during data collection. Subjects were briefed about the study and also about the confidentiality of the results. Taking into consideration their convenience, the days were fixed up for the administration of Self-Regulation, Self-Efficacy and Emotional Maturity Scales. The scales were administered on the same day one after the other. Standard instructions as per the manual were given. Problems if any faced were solved during the administration of the scale and test. It was made sure that the subjects were seated comfortably. The investigator was personally present to remove any

doubt or suspicion, thereby removing any bias due to misinterpretation of the words used. The response sheets were collected and arranged as well as classified as per the sample break-up recording in the register. The answers sheets complete in all respects were considered for final analysis.

Analysis of Data

After collecting the data investigators used the mean, standard deviation and t-test for analysing the data. The calculations were done by using Microsoft Excel in computer. The analysis is carried out objective and hypothesis wise. Table 1: shows the results of the independent t-test analysis scores among their self-regulation, self-efficacy and emotional maturity by students' gender:

Table 1: Independent t-test analysis results of the self-regulation, self-efficacy and emotional maturity means by gender

Variables	Gender	N	Mean	S.D	t value
Self- Regulation	Boys	160	156.24	23.32	0.04
	Girls	140	156.11	25.92	
Self-efficacy	Boys	160	68.26	10.71	0.59
	Girls	140	69.06	12.69	
Emotional Maturity	Boys	160	150.36	11.61	3.11**
	Girls	140	154.45	10.99	

\*\* Significant at 0.01 level of significance

It is seen that the mean scores on self-regulation of boy students are 156.24, which is greater than the corresponding mean scores of 156.11 for girl students. The t-value testing the significance of mean difference of boys and girl students on self-regulation group is 0.04, which in comparison to the table value was found to be not significant. The results indicate that self-regulation skills of the senior secondary school students did not differ statistically by gender.

Further, it is seen from the Table 1. That mean scores on self-efficacy of boy students are 68.26 and of girl students are 69.06. The t-value testing the significance of mean difference of boys and girl students on self-

efficacy group is 0.59, which in comparison to the table value was found to be not significant. The results indicate that self-efficacy of the senior secondary school students did not differ statistically by gender.

In the last, it is seen from the Table 1. That mean scores on emotional maturity of boy students are 150.36 and of girl students are 154.45. The t-value testing the significance of mean difference of boys and girl students on emotional maturity group is 3.11, which in comparison to the table value was found to be significant. The results indicate emotional maturity of the senior secondary school students differ statistically by gender.

Table 2: Independent t-test analysis of the self-regulation, self-efficacy and emotional maturity means by locale

Variables	Locale	N	Mean	S.D	t value
Self- Regulation	Rural	143	146.15	22.77	7.32**
	Urban	157	165.31	22.47	
Self-efficacy	Rural	143	65.14	12.13	5.14**
	Urban	157	71.81	10.25	
Emotional Maturity	Rural	143	154.73	10.67	3.60**
	Urban	157	150.03	11.77	

\*\* Significant at 0.01 level of significance

From the Table 2 it is seen that the mean scores on self-regulation of rural students are 146.15, which is less than the corresponding mean scores of 165.31 for urban students. The t-value testing the significance of mean difference of rural and urban students on self-regulation group is 7.32, which in comparison to the table value was found to be significant. The results indicate that self-regulation skills of the senior secondary school students differ statistically by locale. Further, it is seen from the Table 2. That mean scores on self-efficacy of rural students are 65.15 and of urban students are 71.81. The t-value testing the significance of mean difference of rural and urban students on self-efficacy group is 5.14, which in

comparison to the table value was found to be significant. The results indicate that self-efficacy of the senior secondary school students differ statistically by locale.

At last, it is seen from the Table 2. That mean scores on emotional maturity of rural students are 154.73 and of urban students are 150.03. The t-value testing the significance of mean difference of rural and urban students on emotional maturity group is 3.60, which in comparison to the table value was found to be significant. The results indicate that emotional maturity of the senior secondary school students differ statistically by locale.

Table 3: Correlation of Self-Regulation with Self-efficacy and Emotional Maturity

Self-Regulation	Self-Efficacy	Emotional Maturity
	r	r
Male	0.65**	-0.04
Female	0.68**	-0.12
Rural	0.68**	-0.05
Urban	0.57**	0.05
Total	0.66**	-0.08

\*\* Significant at 0.01 level of significance

Table 3 reveals that the value of correlation i.e r=0.65, 0.68, 0.68, 0.57 and 0.66 which in comparison to the table value was found to be significant at 0.01 level of significance. Thus, it reveals that there exists a significant relationship between self-regulation and self-efficacy among boys, girls, rural, urban senior secondary school students. It may be concluded that self-efficacy do effect the self-regulation of senior secondary school students.

Further Table 3 reveals that the value of correlation i.e r=-0.04, -0.12, -0.05, 0.05, -0.08 which in comparison to the table value was found to be not significant at 0.05 level of significance. Thus, it reveals that there did not exist a significant relationship between self-regulation and emotional maturity among boys, girls, rural and urban senior secondary school students. It may be concluded that emotional maturity does not effect the self-regulation of senior secondary school students.

### CONCLUSIONS OF THE STUDY

1. The results indicate that no significant difference is found in gender on self-regulation and self-efficacy of senior secondary school students but

emotional maturity has significant difference in gender.

2. The result indicates that significant difference is found in locale on self-regulation, self-efficacy and emotional maturity of senior secondary school students.
3. There exists significant relationship between self-regulation and self-efficacy among senior secondary school students

Further, it is resulted that:

- (a) There exists a significant relationship between self-regulation and self-efficacy among boy, girl, rural and urban senior secondary school students.
4. There does not exist any significant relationship between self-regulation and emotional maturity of senior secondary school students.

Further, it indicates that:

- (a) There does not exist any significant relationship between self-regulation and emotional maturity among boy, girl, rural and urban senior secondary school students.

Thus, it is strongly recommended that improved self-regulation helps students maintain focus, follow classroom rules, and contribute positively to the learning environment. Along with this, Self-efficacy refers to an individual's belief in their ability to

accomplish specific tasks or goals. High self-efficacy students are more likely to embrace challenging tasks, which can lead to greater personal growth and skill development. Emotional maturity helps students make better decisions, considering both rational thinking and emotional aspects.

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